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| **UNIT TITLE: Clues to a Culture**  **Conceptual Lens: Clues to a Culture**  **Grade Level: 5**  **Author: commoncore.org/adapted by Randolph County Schools**  **Unit Overview:** This unit begins with students collectively defining and discussing the word “culture.” Next, students compare nineteenth century America from the Ojibway point of view in *The Birchbark House* to depictions in texts such as *Little House on the Prairie* and *If You Were a Pioneer on the Prairie.* In order to glean the similarities and differences across nations, students read trickster stories and informational text, as well as listen to music and examine art from a variety of Native American cultures. Class discussions should reinforce awareness of how someone's perspective can affect how they view events and people. Authors and poets have often portrayed perspective in literature; therefore, it is essential to remain open to changing one’s understanding of perspectives during this unit and for the rest of the year.   |  |  |  | | --- | --- | --- | | **Learning Experiences from Unit** | | | | **Reading** | **Writing/Language** | **Additional Literacy** | | * Find similarities and differences in trickster tales from various cultures. * Compare fiction and non-fiction books about Native American nations to pioneer times in America. * Quote accurately from the text when finding or proving answers. * Use multiple sources to gather information about a specific topic. | * Write responses to a variety of literature and poetry. * Write opinion pieces. | * Participate in group discussions. * Define culture. * Create a multimedia presentation on Native American nation of choice. |   **Grade 5**  **Unit 3/Quarter 2**   |  |  |  |  | | --- | --- | --- | --- | | **Unit Goals**  **Assessment Codes**  Q = Quizzes SA = Student Self-Assessment O = Observations  T = Tests WS = Work Samples C = Checklists/Notes  P = Prompts PT = Performance Tasks RR =Reading Record | | **Learning Targets** | **Essential Questions** | | **Reading** | **RL.5.1/RI.5.1:**  **Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.**  **RI.5.7:**  **Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.** | **RL.5.1/RI.5.1:**   * I can quote (“word for word” support) accurately from a text. * I can read closely and find answers explicitly in text (right there answers) and answers that require an inference. * I can define inference and explain how a reader uses direct quotes from a text to reach a logical conclusion.   **RI.5.7:**   * I can identify information present in formats (e.g., graphs, pictures, diagrams, charts, media clips) other than words. * I can locate information from multiple print or digital sources to answer questions and solve problems quickly and efficiently. | What do good readers do?  Am I clear about what I just read? How do I know?  Whose story is it? Why does it matter? | | **Writing/Language** | **W.5.1:**  **Write opinion pieces on topics or texts, supporting a point of view with reasons and information.**  -Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.  Provide reasons that support the opinion.  Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.  d) Provide a concluding statement or section. | **W.5.1:**   * I can determine my opinion/point of view on a particular topic or text. * I can support my opinion with logically ordered facts and details and link my reasons with words, phrases, and clauses. * I can write an opinion piece with an introduction, supporting fact/details, and a concluding statement/section. | What do good writers do?  What is my purpose and how do I develop it? | | **Additional Literacy** | **RF.5.4:**  **Read with sufficient accuracy and fluency to sup-port comprehension.**  c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  **SL.5.3:**  **Summarize the points a speaker makes and ex-plain how each claim is supported by reasons and evidence.**  **SL.5.6:**  **Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.**  **L.5.1:**  **Observe conventions of grammar and usage when writing or speaking.**  c) Use verb tense to convey various times, sequences, states and conditions.  d) Recognize and correct inappropriate shifts in verb tense.  e) Use correlative conjunctions (e.g., *ei-ther/or, neither/nor*).  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_Language/Vocabulary\_\_\_\_\_\_\_\_\_\_\_\_\_**  **L.5.4:**  **Determine or clarify the meaning of unknown and multiple-meaning words and phrase based on grade 5 read and content, choosing flexibility from a range of strategies.**  c) Consult reference materials (e.g., dictionaries, glossa-ries, thesauruses), both print and digital, to find the pro-nunciation and determine or clarify the precise meaning of key words and phrases. | **RF.5.4:**   * I can read fluently. * I can recognize when a word does not make sense within the text. * I can self-correct misread or misunderstood words using context clues.   **SL.5.3:**   * I can summarize a speaker’s points of reasoning and evidence he/she provides to support his/her claims.   **SL.5.6:**   * I can identify various reasons for speaking. * I can compose a formal speech.   **L.5.1:**   * I can define conjunction (word(s) that connect phrases, words, clauses, sentences) and explain the function in each sentence. * I can define preposition and explain its function in a sentence.   **L.5.4:**   * I can break down unknown words into units of meaning to infer the definition. * I can verify my inferred meaning of an unknown word by consulting reference materials (e.g., dictionaries, glossaries, thesaurus). | What do good readers do?  Why does fluency matter?  Making meaning from a variety of sources: What will help?  What makes a presentation “great”?  Communicating clearly: What does it take?  When a word does not make sense, what can I do?  How do I use what I know to figure out what I don’t know? | | | | | | |
| **Unit 3 Progression “Clues to a Culture”** | | | | | |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** |
| **Big Ideas** | **What is culture?** | **Comparing cultures in the US** | **Comparing cultures across the world** | **Cultural Influences in America** | **Consequences of cultural stereotypes** |
| **Suggested read aloud novels to incorporate in classroom discussions and lessons:**  The Birchbark House by *Louise Erdrich*  Sign of the Beaver by *Elizabeth George Speare*  Walk to Moons by *Sharon Creech*  Esperanza Rising by Pam Munoz Ryan | | | | | |
| **WEEK 1: What is Culture?** | | | | | |
| **Reading** | -Conduct classroom discussions about the word culture. What does the word “culture” mean?  -Why is culture important to groups of people? (Suggested Text: Cheyenne Again by *Eve Bunting*)  -Compare Cheyenne Again with a nonfiction text (Suggested Text: Saving Their Native Language from Comprehension Tool Kit to see how schools are preserving native cultures.  -Create a Venn diagram to compare the school in Cheyenne Again with the school in Saving Their Native Language  \*\*Refer to Read Aloud Books and Additional Resources for other materials to incorporate in lessons on culture\*\*  Comprehension Tool Kit Lessons  **Inferring Meaning**  Lesson 15: Wrapping Your Mind Around the Big idea  \*Additional Inferring lessons will be completed  \*See Comprehension Lessons Section for **Asking Questions**: Unit texts sections will have selections that align with culture.\*  Jan Richardson: Fact-Question/Red Yellow Green Questions 209-213  Tony Stead: RAN (Reading and Analyzing Nonfiction)  <http://www.myteacherpages.com/webpages/MKiva/ran.cfm>  \*Asking Questions: Begin a classroom “Wonder Wall” about cultures to include ***asking questions*** throughout the unit.\* | | | | |
| **Writing/Grammar** | -Continue opinion writing from Unit 2  -Pull lessons from Explorations in Nonfiction Writing by *Tony Stead & Linda Hoyt*: Respond Lessons pg.207-252 | | | | |
| **Speaking/Listening** | -Classroom discussions from read aloud activities | | | | |
| **Social Studies/Science** | -5.C.1.1 Analyze the change in leadership, cultures, and everyday life of American Indian groups before and after European exploration  -Complete a t-chart comparing American Indians groups before and after European Explorers. This chart should be ongoing throughout the unit of study.  -Encourage students to infer changes based on classroom readings and discussions  -Harcourt Social Studies: Unit 5 Lesson 1 Cultures Past and Present pg. 231-236 | | | | |
| **Word Study/Vocabulary** | -Continue with word study, vocabulary notebook, and other classroom word study and vocabulary procedures. | | | | |
| **WEEK 2: Comparing Cultures in America** | | | | | |
| **Reading** | -Explore the different cultural regions of N. America (Social Studies Textbook)  -Introduce Trickster Tales: Tales that give insight to cultures, and help to keep cultures alive (Suggested Texts: Raven: A Trickster Tale from the Pacific Northwest, Coyote: A Trickster Tale from the American Southwest both by *Gerald McDermott*  \*See additional Trickster Tales from Read Aloud Books and Additional Texts  -While reading the Trickster Tales encourage students to ask questions about their reading and add to the Wonder Wall  Comprehension Tool Kit Lessons  -Complete **Asking Questions** lessons 7,8,& 9. These lessons should be completed over the next 4 weeks.  \*See Comprehension Lessons Section for **Asking Questions**: Unit texts sections will have selections that align with culture.\*  Jan Richardson: Fact-Question/Red Yellow Green Questions 209-213  Tony Stead: RAN (Reading and Analyzing Nonfiction)  <http://www.myteacherpages.com/webpages/MKiva/ran.cfm>  \*Asking Questions: Continue classroom “Wonder Wall” about cultures to include ***asking questions*** throughout the unit. Begin encouraging student to answer questions using support from different texts they encounter.\* | | | | |
| **Writing/Grammar** | -Continue opinion writing from Unit 2  -Pull lessons from Explorations in Nonfiction Writing by *Tony Stead & Linda Hoyt*: Respond Lessons pg.207-252 | | | | |
| **Speaking/Listening** | -Classroom discussions from read aloud activities | | | | |
| **Social Studies/Science** | -5.C.1.1 Analyze the change in leadership, cultures, and everyday life of American Indian groups before and after European exploration  -5.C.1.4 Understand how culture narratives (legends, songs, ballads, games, folktales, and art forms) reflect the lifestyles, beliefs, and struggles of diverse ethnic groups.  -Harcourt Social Studies Text: Unit 5 Lesson 3 Cultures Coast to Coast pg. 243-250  -Harcourt Social Studies Text: Unit 5 Lesson 5 The Arts in North America pg. 257-263 | | | | |
| **Word Study/Vocabulary** | -Continue with word study, vocabulary notebook, and other classroom word study and vocabulary procedures. | | | | |
| **WEEK 3: Comparing Cultures Across the World** | | | | | |
| **Reading** | -Introduce students to Pourquoi Tales and compare them to Trickster Tales  -Suggested Text: Why Mosquitos Buzz in Peoples Ears: A West African Tale, How the Chipmunk Got His Stripes: A Tale of Bragging and Teasing, and Why the Possum’s Tail is Bare, and Other North American Indian Tales (Book: How and Why(World Storytelling from August House))  -Emphasize that culture influence the stories.  -Classroom discussions: How would this tale change if it were written from another cultural perspective?  Comprehension Tool Kit Lessons  -Complete **Asking Questions** lessons 7,8,& 9. These lessons should be completed over the next 4 weeks.  \*See Comprehension Lessons Section for **Asking Questions**: Unit texts sections will have selections that align with culture.\*  Jan Richardson: Fact-Question/Red Yellow Green Questions 209-213  Tony Stead: RAN (Reading and Analyzing Nonfiction)  <http://www.myteacherpages.com/webpages/MKiva/ran.cfm>  \*Asking Questions: Continue classroom “Wonder Wall” about cultures to include ***asking questions*** throughout the unit. Begin encouraging student to answer questions using support from different texts they encounter.\* | | | | |
| **Writing/Grammar** | -Continue opinion writing from Unit 2  -Pull lessons from Explorations in Nonfiction Writing by *Tony Stead & Linda Hoyt*: Respond Lessons pg.207-252  -Suggestion: Have students write their own Pourquoi Tale. | | | | |
| **Speaking/Listening** | -Classroom discussions from read aloud activities  -Student can share their Pourquoi Tale by using oral storytelling.  -Discuss what makes good storytellers, and why storytellers are important to cultures. | | | | |
| **Social Studies/Science** | -5.C.1.1 Analyze the change in leadership, cultures, and everyday life of American Indian groups before and after European exploration  -5.C.1.4 Understand how culture narratives (legends, songs, ballads, games, folktales, and art forms) reflect the lifestyles, beliefs, and struggles of diverse ethnic groups. | | | | |
| **Word Study/Vocabulary** | -Continue with word study, vocabulary notebook, and other classroom word study and vocabulary procedures. | | | | |
| **WEEK 4: Cultural Influences in America** | | | | | |
| **Reading** | -Have classroom discussions about all the cultures that make up America.  -Introduce the concept of America being referred to as a Melting Pot and a Salad Bowl  (resource www.culturalsavvy.com/understanding\_american\_culture.htm)  -This website has several links and articles related to culture for shared reading.  -Begin a classroom t-chart labeled culture & contribution  -Discuss how different cultures arrived in America (immigrants, refuges, slavery, explorers)  \*Suggested Texts: Coming to America by Eve Bunting, Chicken Sunday by Patrical Polaco, Grandfather’s Journey by Allen Say, The Keeping Quilt by Patricia Polaco, Any texts on holidays in the US, The Blues Singers: Ten who Rocked the World by Julius Lester, Where I am From Poem by George Ella Lyon, any nonfiction articles on culture  Comprehension Tool Kit Lessons  -Complete **Asking Questions** lessons 7,8,& 9. These lessons should be completed over the next 4 weeks.  \*See Comprehension Lessons Section for **Asking Questions**: Unit texts sections will have selections that align with culture.\*  Jan Richardson: Fact-Question/Red Yellow Green Questions 209-213  Tony Stead: RAN (Reading and Analyzing Nonfiction)  <http://www.myteacherpages.com/webpages/MKiva/ran.cfm>  \*Asking Questions: Continue classroom “Wonder Wall” about cultures to include ***asking questions*** throughout the unit. Begin encouraging student to answer questions using support from different texts they encounter.\* | | | | |
| **Writing/Grammar** | -Continue opinion writing from Unit 2  -Pull lessons from Explorations in Nonfiction Writing by *Tony Stead & Linda Hoyt*: Respond Lessons pg.207-252 | | | | |
| **Speaking/Listening** | -Classroom discussions from read aloud activities | | | | |
| **Social Studies/Science** | -5.C.1.1 Analyze the change in leadership, cultures, and everyday life of American Indian groups before and after European exploration  -5.C.1.4 Understand how culture narratives (legends, songs, ballads, games, folktales, and art forms) reflect the lifestyles, beliefs, and struggles of diverse ethnic groups.  -Harcourt Social Studies Text: Unit 5 Lesson 3 Cultures Coast to Coast pg. 243-250  -Harcourt Social Studies Text: Unit 5 Lesson 5 The Arts in North America pg. 257-263 | | | | |
| **Word Study/Vocabulary** | -Continue with word study, vocabulary notebook, and other classroom word study and vocabulary procedures. | | | | |
| **WEEK 5: Consequences of Cultural Stereotypes** | | | | | |
| **Reading** | -Discuss cultural stereotypes with students. The website below has an example lesson that can be modified for fifth grade students.  <http://www.discoveryeducation.com/teachers/free-lesson-plans/understanding-stereotypes.cfm>  -Introduce the poem We are a Living People by discussing concept of stereotypes of Native Americans by discussing sports mascots… Ask students for other inaccurate portrayals (Peter Pan, Pocahontas, Twilight, or others)  -There is a video segment from In Whose Honor on sports mascots… link below.  <http://www.jayrosenstein.com/pages/honorfilm.html>  -Discuss how these portrayals affect this group of people.  -Read We are a Living People by Lori Wautier. Spend several sessions with the poem. Have student mark their thinking and conduct a discussion about the poem and how it relates to stereotypes.  -Extend the conversation of cultural stereotypes to those of boys vs. girls  -Encourage the students to discuss what culture expects them to be  -Make a chart to list the students responses  -Writing Opinion Pieces/Statements: Consider the speech of Chief Joseph (I will Fight No More Forever). In your opinion do you think he needed to be consoled or encouraged to go on? Write your position on a post-it note and your teacher will divide the class based on your position. Share ideas with classmates that share the same opinion. Students can write their responses in journals.  \*Other Suggested Texts: Amazing Grace by Mary Hoffman, Eagle Song by Joseph Bruchac, and any nonfiction texts  Comprehension Tool Kit Lessons  -Complete **Asking Questions** lessons 7,8,& 9. These lessons should be completed over the next 4 weeks.  \*See Comprehension Lessons Section for **Asking Questions**: Unit texts sections will have selections that align with culture.\*  Jan Richardson: Fact-Question/Red Yellow Green Questions 209-213  Tony Stead: RAN (Reading and Analyzing Nonfiction)  <http://www.myteacherpages.com/webpages/MKiva/ran.cfm>  \*Asking Questions: Continue classroom “Wonder Wall” about cultures to include ***asking questions*** throughout the unit. Begin encouraging student to answer questions using support from different texts they encounter.\* | | | | |
| **Writing/Grammar** | -Continue opinion writing from Unit 2  -Pull lessons from Explorations in Nonfiction Writing by *Tony Stead & Linda Hoyt*: Respond Lessons pg.207-252  -Opinion Writing: An Opinion Sample is needed for student writing portfolio. You can connect opinion piece to Unit 2 & 3, or you may choose to connect the piece to another content area.  Ex. Which body system do you feel is most important and why?  Do you feel homework is beneficial to student learning, why or why not?  \*\*You can incorporate any prompt you fee is appropriate.\*\* | | | | |
| **Speaking/Listening** | -Classroom discussions from read aloud activities | | | | |
| **Social Studies/Science** | -5.C.1.1 Analyze the change in leadership, cultures, and everyday life of American Indian groups before and after European exploration  -5.C.1.4 Understand how culture narratives (legends, songs, ballads, games, folktales, and art forms) reflect the lifestyles, beliefs, and struggles of diverse ethnic groups. | | | | |
| **Word Study/Vocabulary** | -Continue with word study, vocabulary notebook, and other classroom word study and vocabulary procedures. | | | | |
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| **Performance Assessment**  -Students will choose a culture that has impacted America. They will research the culture they choose and pick a specific contribution and present their findings through a multimedia presentation.   * Students can bring in an artifact to accompany their research. * Students can interview a person from another culture about the contribution.   \*See Attached Rubric\*\*   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Criteria** | **Excellent 4pts** | **Proficient 3pts** | **Developing 2pts** | **Limited 1pt** | | **Research** | **Used 4 or more highly appropriate resources** | **Used 3 highly appropriate resources** | **Used 2 highly appropriate resources** | **Used only 1 highly appropriate resource** | | **Originality** | **Product shows a unique level of originality. Products are creative.** | **Product shows some original thought.** | **Student work lacked a sense of originality.** | **The piece shows little to no evidence of original thought.** | | **Presentation** | **Clearly communicates information to audience and answers questions from audience with specific details.** | **Communicates information to audience and answers questions with some specific detail.** | **Some information presented is unclear and answers questions with limited detail.** | **Information presented is unclear and is unable to answer questions about the topic.** |   **\*\*Following the Performance Assessment your grade may choose to organize a culture day at your school involving members of your community.\*\*** | | | | | |

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| **Music and Art** |
| **Music/Art Appreciation**  **Discuss how art and music can provide an insight into a culture. From which do you prefer to learn and why? Your teacher may ask you to write your own response on post-it notes, whiteboard, or in your journal before discussing as a class. (SL.5.1a, b, c, d)**  **Essay/Art Connection**  **View the works from one of the selected tribes. What can we learn about this selected tribe through viewing these images? Ask the students to write an essay describing what they have learned by viewing the objects.**  **Extension/Art Connection**  **Divide students into small groups and have each group select one tribe understudy. Students will be given original images of the objects, clothing, and housing of the tribe. Have students locate other images to add to the group. Image collection will lead into a more involved research project, to include an essay and presentation to the class** |

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| **Unit Materials/Resources** | **Vocabulary** |
| **Literary Texts**  • The Birchbark House (Louise Erdrich) (E)  • Little House on the Prairie (Laura Ingalls Wilder and Garth Williams) (EA)  • Knots on a Counting Rope (John Archambault, Bill Martin, Jr., and Rand)  • Dreamcatcher (Audrey Osofsky and Ed Young)  • Walk Two Moons (Sharon Creech)  • Guests (Michael Dorris)  • A Boy Called Slow (Joseph Bruchac and Rocco Baviera)  • Julie of the Wolves (Jean Craighead George and John Schoenherr)  • Island of the Blue Dolphins (Scott O’Dell)  • Sign of the Beaver (Elizabeth George Speare)  **Trickster Tales**  • Trickster Tales: Forty Folk Stories from Around the World (World Storytelling)  (Josepha Sherman)  • How Rabbit Tricked Otter: And Other Cherokee Trickster Stories (Ross & Jacob)  • A Ring of Tricksters: Animal Tales from North America, the West Indies, and  Africa (Virginia Hamilton and Barry Moser) (EA)  • Raven: A Trickster Tale from the Pacific Northwest (Gerald McDermott)  • Coyote: A Trickster Tale from the American Southwest (Gerald McDermott)  **Poems**  • “Dream Catchers” (Ojibwa, Traditional)  • “You are Part of Me” (Cherokee, Lloyd Carl Owle)  **Informational Texts**   * *A History of US: The New Nation, 1789-1859* (Book 4) (Joy Hakim) (E) * *A History of US: First Americans, Prehistory-1600* (Book 1) (Joy Hakim) (E) * *If You Were a Pioneer on the Prairie* (If You…Series) (Anne Kamma and James Watling) * *Black Frontiers: A History of African-American Heroes in the Old West* (Lillian Schlissel) * *If You Lived with the Cherokee* (If You…Series) (Peter and Connie Roop and Kevin Smith) * *If You Lived with the Sioux Indians* (If You…Series) (Ann McGovern and Jean Syverud Drew) * *You Wouldn’t Want to be an American Pioneer! A Wilderness You’d Rather Not Tame* (You Wouldn’t Want To…Series) (Jacqueline Morley and David Antram) * *The Nez Perce* (Scholastic, A True Book) (Stefanie Takacs) * *Sequoyah: The Cherokee Man Who Gave His People Writing* (James Rumford)   **Additional Resources:**   * <http://www.readwritethink.org/classroom-resources/lesson-plans/pourquoi-stories-creating-tales-324.html?tab=4#tabs> * [www.everyculture.com](http://www.everyculture.com) | * personification * perspective * point of view * sound imagery * trickster tale |
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| Teacher Notes |  |